

**Monrovia School of Integrated Technology
(M.I.T.)**

New School Proposal

Monrovia High School Administrative Team began the Needs Assessment in the spring of 2006. This entailed research concerning dropouts, potential dropouts, and non-traditional students. Monrovia's graduation rate of 87.3% shows 12.7% of our students do not complete high school in a timely fashion. The data showed that we have a significant number of students struggling to complete their high school requirements in a traditional manner. Data showed we have a number of those from broken homes, emancipated students, expectant mothers, truancy problems, and academic problems leading to behavioral problems. From this data the administrative team began investigating other alternative approaches. The specific numbers will be explained in this application. At present we have the following that would benefit from this program:

- Two emancipated students
- Three pregnant or recent new mothers
- Eight truancy problems
- Six behavioral problem students

Twelve school programs were visited. The program proposal we are submitting is a compilation of input from those sources, our community, staff, and students interviewed. We feel the alternative approach would benefit a number of our stakeholders. Remediation would be conducted through Plato research and through the efforts of the school coordinator. Counselors will be available and will conduct weekly meetings with each student (as per counselor letter). Credit recovery would be available as well. We also will have day care opportunities in the 2008-09 school year at the elementary school for young mothers in the program. We feel we can fill a void by creating a separate, but effective, learning atmosphere for students unable to cope, for whatever reason, in the traditional setting.

We anticipate certain barriers to our program. It is a new concept, and we are existing in a traditional community. The daily time difference from traditional schedule to alternative schedule will be a concern for some (can a student accomplish the work with a shortened day). The administrative team conducted surveys of certain individuals, the results are as follows:

- 9 out of 10 teachers agree the program will be beneficial
- 15 out of 20 students agree the program will be beneficial
- 8 out of 8 parents agree the program will be beneficial
- 5 out of 5 school board members agree the program will be beneficial.

Mission Statement for Monrovia School of Integrated Technology (MIT)
is as follows:

The Mission of the Monrovia School of Integrated Technology is to provide a learning environment in which all students are educated in a safe, self-paced, non-traditional school setting in which they can earn credits toward graduation.

Measurable program goals for the new program would be:

There will be an increase in percentage of eligible seniors who graduate. Graduation rate for the corporation will improve. The average number of credits earned per semester will increase. Standardized test scores will increase with the improvement of scale scores of the participating students. The average daily attendance rate will improve. There would be a decrease in the number of suspensions, expulsions, and dropouts from school. The cognitive data would be found in the DOE graduation rate statistics, standardized assessment scores, DOE ADA attendance rate, student's transcripts, DOE expulsion and suspension reports, and school discipline records. The following are the goals of the program:

Goals	Baseline	Target
Increase graduation rate	87.3%	90%
Increase average number of credits earned per semester (15 at-risk students)	4.1	6.0
Increase standardized test scores (ISTEP) (15 at-risk students)	E/LA 511 M 531	E/LA 531 M 586
Increase ADA entire school	95.2%	96.0%
15 at-risk students	81.5%	90.0%
Decrease OSS entire school	25	12
15 at-risk students	7	0
Decrease expulsions entire school	12	6
15 at-risk students	4	0
Decrease no. of dropouts entire school	6	2
15 at-risk students	5	0

The program would begin in the fall of 2007. MIT would be a part of Monrovia High School. It would be a division of the school operating out of the extended building next to the shop room and maintenance quarters. We will explain more of the program as we answer ensuing questions. There will be an academic approach centering on Plato System of Mastery Learning and teacher driven addendums to that program. There will be a work component allowing the students to work after their class time and potentially earn credits toward a diploma. The time component will be a three hour block of time in the morning.

The student eligibility will be addressed with the following areas for consideration:

1. Disruption to the traditional school setting
2. Dropout or potential dropout status
3. Academic problems or underachievement
4. Need for credit recovery
5. Absenteeism or truancy
6. Teen parent or expectant mother
7. Work schedule that is a requirement for maintenance of home, etc
8. Emancipated youth
9. Alternative to expulsion student
10. Other case by case scenarios that occur

The entrance/exit criteria will be established:

1. Academic interventions, already in place, will be exhausted before referring student to the alternative setting.
 - a. Retaking course in traditional setting
 - b. 75% or lower on writing rubric assigns student to English lab
 - c. D/F parental contact requirement
 - d. TAT services by the school
 - e. Success Period usage
2. Referral to the Administrative Selection Committee
3. Application completed by student and parent
4. Committee determines eligibility based on application
5. Interview conducted with applicant
6. Determination of need
7. Decision on acceptance into program
8. Upon acceptance the student, parent, and Administrative team would complete the ISP (Individual Service Plan) determining the programs and goals of the student.
9. Student would begin program as soon as the ISP was in place (signatures, plan, and goals).
10. Student completes program
 - a. The plan is for the students to complete within the program, not returning to the traditional high school setting.
 - b. The alternative students will complete the same exit interview as the traditional students complying with the financial requirements of graduation (bookstore, media center, fund raising, etc.)

Enclosed please find the:

1. Referral Form we intend to use
2. Application for the program
3. Parent Information Sheet
4. Individual Service Plan
5. Transcript Sample

Grade level served:

1. Seniors
2. Juniors
3. Sophomores would be considered if the school is not filled with juniors and seniors

Anticipated teacher-student ratio:

1. 1/15

Type and Number of Staff:

1. Teacher/Coordinator
 - a. Special Needs licensed (to accommodate any special needs students enrolled)
 - b. Elementary licensed
 - c. English licensed
 - d. Masters Degree in education
 - e. Complete Administrative license in June 2008
2. Part-Time Secretary/Assistant (1 hour per day)
3. Counselors
 - a. As per letter will meet with students weekly
 - b. Purpose:
 - i. Discuss social skills
 - ii. Discuss academic progress
 - iii. Discuss graduation requirements
 - iv. Discuss other situations upon student/parent request
4. Assistant Principal for disciplinary issues
5. Principal for DOE liaison

Description of Curriculum:

1. The curriculum will incorporate materials and strategies geared to alternative situations; for example, shorter time frame, work component, small group atmosphere and lessons will be project based (as per coordinator)
2. All course titles will meet state requirements.
3. Mastery Learning through Plato Systems
 - a. 60-75 hours average per credit
 - b. Computer-generated curriculum, student-paced learning environment
 - c. Work component that allows students to achieve elective credits toward graduation requirements
4. Teacher-driven curriculum incorporated where Plato systems lack programs
 - a. Department chairpersons have been polled and are willing to provide syllabus, reading materials, tests, and workbooks for those subjects

Methods of Instruction:

1. Pre-tests for all students when they begin the program (determining specific needs)
2. Teacher-driven packages of material to enhance Plato Systems (already in place in departments)
3. Mastery Learning through Plato Systems
4. Daily time frame will be a variation from traditional schedule
5. Department chairs have agreed to use teachers on a rotating basis or area based need to supplement the alternative students' educational needs (e.g.: Science, Social Studies or math teacher with prep period or a sub would come to alternative school to assist students if and when needed).
6. Work component to allow additional elective credits
 - a. All course titles would come under state mandated titles
 - i. Trade and Industrial Education
 - ii. Marketing, Management and Entrepreneurship Education
 - iii. Cooperative Education
 - b. Supervision of work would be conducted by a licensed vocational teacher with the assistance of the alternative school coordinator and another teacher along with the secretary for the alternative school
7. Future community-service component (2008-2009)
 - a. Coordinator will survey community as to need
8. Future character-education component (2007-2008)
 - a. Coordinator will organize

Assessment Instruments:

1. Plato Systems provides its own tests and assessments based on state standards.
2. Teacher-driven tests based on state standards.
3. Coordinator will compile all grades and insert them into the established School Board approved grading scale of Monrovia High School.
4. Students will keep a level of proficiency through individual portfolios. These will be reviewed monthly by coordinator and department chairpersons. They will be housed in alternative area for constant updating and review.
5. At present, student led conferences are planned for all conferences. This is an all-school initiative and will carry over to the alternative school as well.

Plan for Parental Involvement:

1. Parent consent on the application
2. Parent in the interview for acceptance into the alternative school
3. Periodic contact with parent through e-mail/phone
4. Parent invitation to attend celebration of credit completion program
5. Attendance contact when student is absent.
6. Parental visits through Open-Door policy.
7. Student-Led Conferences

Plan for Community Involvement:

1. Morgan County Foundations, seeking grants through their auspices
2. School-Community partnerships creating work/jobs for the students (strengthen ties between school and community through students in the community workforce).
3. Community guest speakers for class on workplace readiness.

Educational Support Services/Motivational Components:

1. Opportunity to gain a high school diploma
2. Character education component
3. School to work option
4. Non-traditional approach allows more students to complete high school requirements
5. Opportunity to overcome a negative situation
6. West Central Indiana Educational Services provides many services, professional development, character education, and motivational materials for our corporation. Additionally YAR provides character education and community service projects for our corporation. MIT would also be a recipient of these services.

Location of Program:

1. Existing classroom (113), previously approved and certified by the State Board of Health along with the rest of the school
2. Room 113
 - a. Separate entrance/exit away from the school entrances
 - b. Separate building with lockers, computer access, and available rest rooms, and common area. It is in the C-building (a shop/ maintenance area).
3. Transportation would not be provided to MIT

Professional Development Plan:

1. Coordinator
 - a. WCIES provides numerous professional development opportunities
 - b. Alternative school visits and references from these schools would be available as resources and as "best practices" source
 - c. DOE seminars
 - d. Alternative Education seminars and meetings (Mrs. Foxx)
 - e. Potential Morgan County Alternative Education Alliance
2. Secretary/Assistant
 - a. State Attendance Meeting
 - b. DOE and alternative education meetings for explanation of needed paper work

Budget-Funding Sources:

1. State
 - a. Alternative Education Grant
 - b. Various grants available for application through DOE
2. Community
 - a. Private grants available in Morgan County
 - b. Business contributions from school district and surrounding areas
 - c. Resources for supplies
3. Corporation
 - a. 1/3 match of state funds
 - b. Computer purchase
 - c. Plato license purchase
 - d. Salary for $\frac{1}{2}$ time coordinator and new English teacher
4. School
 - a. Furniture
 - b. Computer access
 - c. Supplies, paper products and books
 - d. Other operational needs

5. Student

a. Fee for year

- i. \$60 fee for locker, agenda, technology, books
- ii. This dollar amount is based on the similar cost for all students in the corporation and the time commitment of the alternative students.

Process for Program Evaluation:

1. Administrative team

- a. Quarterly evaluations
- b. Coordinator and Secretary
 - i. Evaluations
 - ii. Self-evaluations

2. Corporation

- a. Graduation rate
- b. Dropout statistics
- c. Credits earned average increase
- d. School Board visit and evaluation

3. State

- a. Sue Foxx
- b. Invite Alternative education team to review and visit new program
- c. Invite other alternative school administrators to visit and evaluate our program